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ABSTRACT

This document provides a summary of the results of the effort begun in the fall of 1971 by the Agricultural Education Department of Oklahoma State University to organize a career development program for advantaged and less advantaged rural youth. It was designed to increase the awareness of rural youth to career opportunities, to their own abilities, interests and other characteristics in relation to careers, and to the decision-making process leading to the choice of a career. A summary of the program is outlined in terms of general unit development, specific occupation unit development, and the development of self-discovery and decision-making units. Related publications are listed. Appendixes comprise three fourths of the document and include the self-discovery unit, the agricultural occupations cluster units (agricultural supplies/services), and a unit for a specific occupation within the agricultural supplies/services unit (agricultural sales clerk). (KP)

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A Career Development Program in Agricultural Occupations for Advantaged and Less-Advantaged Rural Youth

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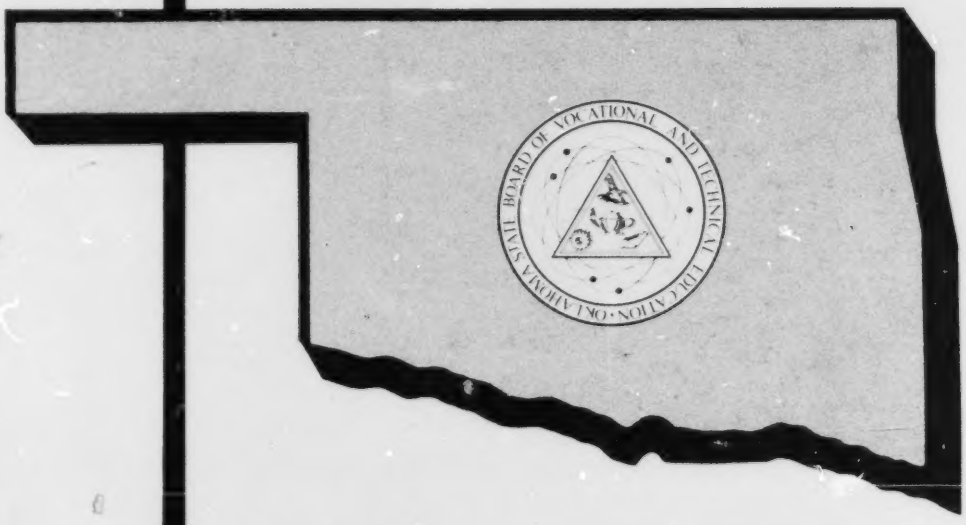

STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION /STILLWATER, OKLAHOMA
DIVISION OF RESEARCH, PLANNING, AND EVALUATION

CE000 958

A CAREER DEVELOPMENT PROGRAM IN AGRICULTURAL OCCUPATIONS FOR ADVANTAGED AND LESS ADVANTAGED RURAL YOUTH

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OKLAHOMA STATE UNIVERSITY

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State Department of Vocational and Technical Education

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A CAREER DEVELOPMENT PROGRAM IN AGRICULTURAL OCCUPATIONS FOR ADVANTAGED AND LESS ADVANTAGED RURAL YOUTH

The Agricultural Education Department of Oklahoma State University began in the fall of 1971 to develop a career development program for advantaged and less-advantaged rural youth supported by joint funding from the State Department of Vocational and Technical Education and the Agricultural Experiment Station at Oklahoma State University. The career development program was to be designed to increase the awareness of rural youth to career opportunities, to their own abilities, interests, and other characteristics in relation to careers, and to the decision-making process leading to the choice of a career. To aid the reader who seeks summarized information first, a brief summary of the development steps and results has been included at the beginning. This is followed by a discussion of the development process and a listing of sources of more detailed information. The appendices contain sample units of the revised program. This project is entering a third phase and these units are undergoing further revision. They will be available at a later date in their final form in a separate publication.

Summary of Development and Results

By August 1, 1972, six specific occupational units and one self-discovery unit had been developed and pilot tested in the ninth grade Vo-Ag classes in six experimental schools across the state and compared to ninth grade Vo-Ag classes in six control schools (Phase I of the research project). The students being taught the career development units showed a significant increase in knowledge of occupations when compared to students in the control schools.

Based on this pilot information, additional units were developed and revised, making up the career development program.

Units of the Revised Program

1. SELF-DISCOVERY
2. AGRICULTURAL CAREERS - General Unit on Agricultural Occupations
3. AGRICULTURAL OCCUPATIONS CLUSTER - Production Agriculture
4. AGRICULTURAL OCCUPATIONS CLUSTER - Agricultural Supplies/Services
5. AGRICULTURAL OCCUPATIONS CLUSTER - Agricultural Mechanics
6. AGRICULTURAL OCCUPATIONS CLUSTER - Ornamental Horticulture
7. AGRICULTURAL OCCUPATIONS CLUSTER - Agricultural Products
8. AGRICULTURAL OCCUPATIONS CLUSTER - Agricultural Resources
9. AGRICULTURAL OCCUPATIONS CLUSTER - Forestry
10. SPECIFIC OCCUPATION IN PRODUCTION AGRICULTURE - Farm Management (Operator)
11. SPECIFIC OCCUPATION IN AGRICULTURAL SUPPLIES/SERVICES - Agricultural Sales Clerk
12. SPECIFIC OCCUPATION IN AGRICULTURAL MECHANICS - Agricultural Mechanic
13. SPECIFIC OCCUPATION IN AGRICULTURAL PRODUCTS - Meat Cutter
14. SPECIFIC OCCUPATION IN ORNAMENTAL HORTICULTURE - Nurseryman
15. SPECIFIC OCCUPATION IN FORESTRY AND NATURAL RESOURCES - Forestry Technician
16. DECISION MAKING

Teachers were encouraged to help students explore specific occupations through field trips, resource persons, audiovisual aids, and skill trial. Videotapes of the specific occupations listed in the program were made available to bring students in touch, as nearly as possible, with the actual situation.

Phase II of the research project began in September, 1972, and was completed in December, 1972. The revised program was tested in ninth grade Vo-Ag classes in eight schools across the state and compared to ninth grade Vo-Ag classes in eight other schools

teaching the regular curriculum. Again it was found that students being taught the career development units showed a significant increase in knowledge of occupations when compared to students in control schools.

It was found, that after participating in the program, the students in the experimental schools were able to: (1) identify the occupational clusters available in the broad field of agriculture, (2) locate specific occupations which might match their abilities and interests within these clusters, (3) identify the specific employment requirements for these occupations, (4) identify the benefits available through employment in these occupations, (5) evaluate their own strengths and weaknesses in relation to these occupations with the aid of the instructor and self-assessment instruments, and (6) identify the means of employment in these occupations such as cooperative work-study programs, federal and state employment services and other personal actions to secure employment.

Student gains in occupational information were compared by ethnic groups and by advantaged and less-advantaged groups to see if these characteristics affected gain. Based on descriptive mean differences, it was determined that the career development program was more effective with advantaged students than less advantaged, and equally effective with the different ethnic groups. However, due to a lack of sufficient numbers within the different groups, statistical comparison was not possible.

The idea behind this career development program was to create an awareness of the occupations available and allow the students to explore these occupations. Due to accessibility, ninth grade Vo-Ag classes were taught, and to be manageable, only agricultural occupations were used. It is hoped that this beginning in agricultural occupations can be expanded to all occupational clusters in all the vocational and technical areas and be tried at different grade levels to determine the most appropriate levels at which to teach it.

Summary of Process

The curriculum units of the career development program and the videotapes of specific occupations were all developed by graduate students in the Agricultural Education Department at Oklahoma State University under the direction of the Department's staff. An advisory committee made up of Oklahoma State Department of Vocational and

Technical Education personnel from the Curriculum and Instructional Materials Center and the Vocational Agriculture Division reviewed and guided the development of the program. After completion of Phase I, Dr. Cayce Scarborough, a consultant from the Agricultural Education Department at North Carolina State University, reviewed the program and made recommendations for revisions. Teachers and students who tested the initial units in Phase I made recommendations which were incorporated in the revised program prepared for Phase II.

General Unit Development

The broad field of agriculture was divided into the seven occupational clusters of Agricultural Production, Agricultural Supplies/Services, Agricultural Mechanics, Agricultural Products, Ornamental Horticulture, Agricultural Resources, and Forestry. The occupations within each of these clusters were identified and job descriptions obtained from the Dictionary of Occupational Titles and Vocational Education and Occupations. This information was organized into Summarized Information on Vocational Occupations in Agri-Business and Natural Resources listing the occupational clusters, the instructional program in that cluster, the occupations within that cluster, and the job descriptions of those occupations. The Dictionary of Occupational Titles (DOT) numbers were used to reference the occupations to facilitate student access to this information.

A general unit on occupations was developed to acquaint the student with the DOT numbering system and the information available in the Summarized Information on Vocational Occupations in Agri-Business and Natural Resources on instructional areas and job titles and descriptions. Agricultural Occupations Cluster units were developed for each of the seven cluster areas to help the student become aware of the different occupations available within each cluster. Definitions of terms, ways to enter the occupations, demand for the occupations, education and experience needed for the occupations were included in these units. The students also selected specific occupations of their choice within each cluster to study in more detail.

Each instructional unit within the program was developed according to the format used by the State Department Curriculum and Instructional Materials Center, utilizing objectives stated in terms of student performance. Instructional materials and activities

sufficient to achieve the objectives were included in the units in the form of information sheets, assignment sheets and job sheets. Unit tests or other means of assessing the accomplishment of the objectives were included to effect evaluation.

Specific Occupation Unit Development

Units were developed for specific occupations within each cluster based on demand information and representativeness within that cluster as determined by specialists in that field. The following specific units were developed for each cluster and tested in the experimental program.

Cluster	Occupation
AGRICULTURAL PRODUCTION	Farm Management Operator
AGRICULTURAL SUPPLIES/SERVICES	Agricultural Sales Clerk
AGRICULTURAL MECHANICS	Agricultural Mechanic
AGRICULTURAL PRODUCTS	Meat Cutter
ORNAMENTAL HORTICULTURE	Nurseryman
FORESTRY AND NATURAL RESOURCES	Forestry Technician

Each unit included the duties of that occupation, working conditions, the method of entry into the occupation, demand for workers in the occupation in Oklahoma, approximate starting salary and other benefits, and any other specific characteristics of the occupation.

A videotape was made of a person employed in each of these occupations. The following questions were discussed with the individual while he demonstrated some of the duties performed in the occupation and the working condition:

1. What are the tasks performed in this occupation?
2. What are some of the special tools used in this occupation?
3. Where can a person receive training for this career?
4. What is a method which a high school vocational agriculture student could use to gain entry into this occupation?
5. What are some personal traits that are desirable for a person in this occupation to have?

6. What is the approximate wage or salary a person could expect in this business or occupation?
7. How did you attain your position?

These videotapes ranged from 15 to 30 minutes in length and were shown unedited to the students as they were filmed at the occupational location. The decision to do this was based on the idea that these tapes could not compete with commercial television quality and therefore would be more representative of the actual conditions unedited. Two separate taping units were used at each location to preclude problems with equipment. Employers and employees alike were very cooperative and willingly signed releases for these tapes to be used for educational purposes.

Additional specific occupation units and videotapes were prepared for the following occupations but were not included in the experimental study:

AGRICULTURAL PRODUCTION	Feedlot Assistant
AGRICULTURAL PRODUCTION	Feedlot Pen Rider
AGRICULTURAL SUPPLIES/SERVICES	Veterinarian Supply Salesman
AGRICULTURAL PRODUCTS	Dairy Products Quality Control Technician
AGRICULTURAL PRODUCTS	Feed Mill Quality Controlman
ORNAMENTAL HORTICULTURE	Groundskeeper

Development of Self-Discovery and Decision Making Units

A self-discovery unit was developed to enable the student to look at his own characteristics in relation to occupations. It was designed to help the student assess his interests, experiences, skills, and personality characteristics. He then was asked to compare these characteristics to the characteristics of an individual in an occupation he would like to pursue. Personality and interest inventories were included along with other activities designed to help the student take a better look at himself in relation to occupations.

A decision making unit was developed to provide actual decision making practice for the students after studying their own characteristics and the different agricultural occupations. It included a description of the decision making process and some of the factors affecting it. Assignments were made to enable the student to tentatively choose some agricultural occupations, examine them in detail and tentatively choose the one most suited for him. He also was directed to determine the training and experience needed for the occupation and where it could be obtained.

At the present time these units are undergoing further revision in preparation for Phase III of the implementation and testing. Phase III will consist of an attempt to implement the program with sufficient numbers of less-advantaged and ethnic group students for statistical comparison of its effectiveness with these different groups. The major revisions under way are: (1) lowering the reading level of all units, (2) cartooning and illustrating the units where possible, (3) combining the general and cluster units to eliminate repetition, (4) minor editing of the videotapes to shorten and remove rough spots, and (5) development of a simulation game for the decision making unit.

Related Publications

For a detailed account of the development and testing of the initial self-discovery unit and six specific occupations units, see Floyd James Lark, "Development and Testing of Selected Curriculum Units for Agricultural Career Awareness in Oklahoma," (unpublished Ed.D. dissertation, Oklahoma State University, 1972). Likewise, for a detailed account of the development, implementation, and evaluation of the entire curriculum package refer to Billie Louis Henderson, "Development, Implementation and Evaluation of a Curriculum for Agricultural Career Awareness in Oklahoma," (unpublished Ed.D. dissertation, Oklahoma State University, 1973).

Samples of the revised units are included in the appendices. Appendix A illustrates the self-discovery approach, Appendix B an introduction to the career clusters and Appendix C to a specific occupations unit.

Appendix A

Self-Discovery

Self-Discovery

Unit I - 5 Hours

Terminal Objective

After completing Unit I, the student should be able to recognize and list his own characteristics (what are his interests, experiences, skills, and how he gets along with people) in relation to occupations. This knowledge will be evidenced through demonstration and by scoring 85 percent on the post test.

Specific Objectives

After five hours of instruction, the student should be able to:

1. Match five associated terms with the correct definitions associated with self-discovery.
2. List five ways in which an individual identifies his characteristics as related to occupations.
3. List three steps used in organizing his characteristics.
4. List six questions he should ask himself about his characteristics in looking at possible occupations.
5. Identify his agricultural occupations interest by taking the Vocational Agriculture Interest Examination.
6. Identify his personality rating by completing the Personality Self-Rating Scale.
7. Identify his interest, experiences, skills, and personality characteristics.
8. Write an autobiography using previously collected information on personality rating, interest, and experiences.
9. Identify the characteristics of an individual in an agricultural occupation that he would like to pursue and compare with his own characteristics.
10. Associate previously identified characteristics while looking into occupational areas for employment.

Self-Discovery

Unit I - 5 Hours

Suggested Activities

I. Instructor:

A. Provide student with objective sheet.
B. Provide student with information sheets.
C. Discuss terminal and specific objectives
D. Discuss information and assignment sheets.
E. Explain the relationship between self-discovery and its use in decision-making and career choice.
F. Give test.

Note: The instructor should contact the guidance counselor and obtain the personnel file on each student. The instructor should review the student's records as to: (1) academic achievement, (2) interests, (3) environmental background, and (4) other tests that the student has completed from kindergarten through the ninth grade. The instructor should administer the Vocational Agriculture Interest Inventory, available from Interstate Printers, and the Personality Inventory included in the unit. After discussing the student's files with the guidance counselor, it may be found that interest and aptitude tests have been administered to the student. If such tests have been administered, it would be helpful to discuss the test results and meaning with the counselor before interviewing the student. The instructor should have each student write an autobiography of himself and his interests to be placed with his permanent records.

II. Student:

A. Read objectives.
B. Study information sheets.
C. Take the Vocational Agriculture Interest Inventory.
D. Complete assignment sheets.
E. Take test.

Instructional Materials

I. Provided in this unit:

A. Information sheets
B. Assignment sheets
   1. Vocational Agriculture Interest Inventory
   2. Personality Self-Rating Scale
   3. Identify interest, experiences, skills, and personality characteristics

4. Autobiography
5. Identify the characteristics of an individual in an agricultural occupation with his own individual characteristics
6. Associate previously identified characteristics while looking into occupational areas for employment

C. Evaluation of Assignment #2
D. Test
E. Answer sheet for test

II. Reference Material:

A. Key, James P., "Orientation and Occupational Theory," Contemporary Concepts in Vocational Education, ed. Gordon F. Law, American Vocational Association, Washington, D.C., 1971, pp. 255-266.

B. Mathery, Kenneth B., "The Role of the Middle School in Career Development," American Vocational Journal, Vol. 44 (December, 1969), pp. 18-21.

C. Super, Donald E., "Self-Concepts in Vocational Development," Self-Concept Theory, ed. Donald E. Super, Reuben Starishevsky, Norman Matlen, and Jean P. Jordan (Teachers College, Columbia University, 1963), pp. 1-15.

E. Oklahoma Vocational Agriculture Education Basic Core Curriculum I, Oklahoma State Board of Vocational and Technical Education, 1970 (Revised, 1971).

F. Oklahoma Vocational Agriculture Education Basic Core Curriculum II, Oklahoma State Board of Vocational and Technical Education, 1971.

III. Additional Materials:

A. Agriculture Is More Than Farming, prepared by the American Association of Teacher Educators in Agriculture, The National Association of Agricultural Education Supervisors, and The National Vocational Agricultural Teacher's Association, Inc., The Future Farmers Supply Service, Alexandria, Virginia.

B. Agribusiness and Industry, Archie A. Stone, The Interstate Printers and Publishers, Danville, Illinois, 1965.

C. Handbook of Agricultural Occupations, Norman K. Hoover, Interstate Printers and Publishers, Danville, Illinois, 1963.

D. Guidance in Agricultural Education, Harold M. Byrum, Interstate Printers and Publishers, Danville, Illinois, 1966.

E. Official Classification of Agricultural Occupations, U. S. Office of Education, 1966-1967.

F. "Attachment #2 VE600C Report," Occupational Objective for Vocational Agriculture.

G. Statistical Abstract of the United States, 1969, prepared under the supervision of William Lerner, U. S. Department of Commerce, Washington, D.C.

H. County Business Patterns 1967, U. S. Department of Commerce, Washington, D.C.

I. "What Tests Can Tell You About You," Guidance Division, Oklahoma State Department of Education.

J. Audio-Visual Aids:

a. "Testing: Its Place in Education," Guidance Division, Oklahoma State Department of Education.

b. "Aptitudes and Occupations," 15 minutes, McGraw-Hill, New York.

K. Kuder General Interest Survey, published by the Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

L. "Finding Out About Ourselves," Guidance Division, Oklahoma State Department of Education.

M. "All About You," Guidance Division, Oklahoma State Department of Education.

N. "Insight Into People," (Filmstrip and Record), #83657, Special Vocational Education, Tulsa, Oklahoma.

Self-Discovery

Unit I - 5 Hours

Information Sheet

I. Definitions of terms:

A. Self-discovery--The way a person looks at himself.

B. Interests--The likes and dislikes a person has.

C. Experiences--The events, skills, and facts making up a person's past.

D. Skills--What a person is able to do.

E. Personality--The characteristics of a person which determine how he gets along with others.

II. A person identifies his characteristics as they related to occupations through the following ways:

A. Exploring his interests, experiences, skills, and personality in relation to the occupations he knows about.

B. Seeing how he differs from the other people in those occupations.

C. Admiring or looking up to certain people in those occupations.

D. Imitating those people who are admired or looked up to.

E. Seeing if these characteristics he has identified about himself hold true in a part-time job.

III. The steps a person follows in organizing these characteristics into a form he can use in looking at possible future occupations are:

A. Looking at admired adults' characteristics in relation to their occupations.

B. Comparing his characteristics to the characteristics of those of adults.

C. Finding out what other characteristics people have said or written are important for that occupation.

IV. A person uses these characteristics in looking at possible occupations by asking if:

A. He is interested in that occupation.

B. He will be able to learn the skills needed in it.

C. His personality is suited for that occupation.

D. More experiences are needed.

E. More training is needed.

F. He is willing to spend the time to meet the requirements of the occupation.

Self-Discovery

Unit I - 5 Hours

Assignment Sheet #1 --

Vocational Agriculture Interest Inventory

Take the Vocational Agriculture Interest Inventory when assigned by your instructor.

Self-Discovery

Unit I - 5 Hours

Assignment Sheet #2--Personality Self-Rating Scale

Circle the appropriate number following each characteristic. Four is outstanding, three is above average, two is average, one is poor. Total your score below

1.	Do I maintain a well-groomed appearance?	1 2 3 4
2.	Do I have a pleasing voice?	1 2 3 4
3.	Is my posture alert and poised?	1 2 3 4
4.	Is my disposition cheerful?	1 2 3 4
5.	Do I make friends easily?	1 2 3 4
6.	Do I exert a positive leadership?	1 2 3 4
7.	Am I generally thoughtful of the feelings of others?	1 2 3 4
8.	Is my enthusiasm sincere and contagious?	1 2 3 4
9.	Do I persevere until I achieve success?	1 2 3 4
10.	Am I sincere in my interest in other people?	1 2 3 4
11.	Am I ambitious to get ahead?	1 2 3 4
12.	Do I get along well with others?	1 2 3 4
13.	Do I react constructively to criticism?	1 2 3 4
14.	Do I remember names and faces?	1 2 3 4
15.	Am I punctual on all occasions?	1 2 3 4
16.	Do I have and evidence a spirit of coopetation?	1 2 3 4
17.	Am I free from prejudice?	1 2 3 4
18.	Do I know how people react in most situations?	1 2 3 4
19.	Am I generally a good listener?	1 2 3 4
20.	Do I refuse to allow what other people say to hurt me?	1 2 3 4

21.	Can I criticize without giving offense?	1 2 3 4
22.	Do I usually like people for what they are, or do I wait to see if they like me?	1 2 3 4
23.	Do I enjoy being part of a group?	1 2 3 4
24.	Am I reliable?	1 2 3 4
25.	Can I adapt myself to all situations?	1 2 3 4
26.	Am I easily discouraged?	1 2 3 4
27.	Do I apply myself to the problems of each day?	1 2 3 4
28.	Can I make a decision quickly and accurately?	1 2 3 4
29.	Am I loyal to my superiors and associates?	1 2 3 4
30.	Do I try to get the other fellow's point of view?	1 2 3 4
31.	Am I neat and clean in my work as well as my personal appearance?	1 2 3 4
32.	Do I know where I make my mistakes and do I admit them?	1 2 3 4
33.	Am I looking for opportunities to serve others better?	1 2 3 4
34.	Am I following a systematic plan for improvement and advancement?	1 2 3 4
35.	Can I accept honors and advancements and yet keep my feet on the ground?	1 2 3 4
36.	Am I playing the game of life honestly and fairly with myself, my fellow members, and others with whom I work?	1 2 3 4

Total Score _____

Self-Discovery

Unit I - 5 Hours

Evaluation of Assignment Sheet #2

And now, to evaluate your scores--If your score totaled over 100, your personality rating is definitelv superior. And, if you've been honest with yourself, you are among the people who are most likely to succeed. 90 - 100 is above average. 75 - 90 is average. Below 75 shows plenty of room for improvement. How did you rate?

Self-Discovery

Unit I - 5 Hours

Assignment Sheet #3

Identify Interest, Experiences, Skills,
and Personality Characteristics

Now that you know that self-discovery is the picture that you have of yourself and that this picture is partially formed by your experiences, let us begin to list those experiences so that you may see yourself more clearly by asking and answering the following questions about yourself and record your answers in the space provided.

Identification of self-discoveries:

1. Who am I? (Vital Statistics--name, age, family information, etc.)

2. Where do I live?

3. What is my father's occupation?

4. What experiences have I had in the occupation of my father?

5. What occupations are some of my friends' fathers working in at the present time?

6. What are some occupations that I have had working experiences in other than my father's occupation?

7. What are the subjects in school that I am most interested in taking?

8. What extra-curricular activities do I enjoy?

9. What are the sports activities that I enjoy, both in school and out? (hunting, fishing, baseball, etc.)

10. How am I different from my father?

11. How am I different from the men in occupations that I think I would enjoy?

12. What are the occupations that I have had experiences in that I think I would like to pursue as my career? (List in order of preference.)

13. What are the occupations that I have not had experiences in that I think I would like to pursue as a career? (List in order of preference.)

Self-Discovery
Unit I - 5 Hours

Assignment Sheet #4--Autobiography

After complecing the Vocational Interest Examination and the Personality Self-Rating Scale, checking with your instructor and/or counselor about other test scores, and completing Assignment Sheet #3, write your autobiography. The following is a list of suggestions:

1. Check with your instructor as to the form to follow in writing the autobiography.

2. Be sure to include all of your vital statistics.

3. Review Assignment Sheet #1 and use as much of the information as you feel necessary.

4. Be sure to include your aspirations (what occupations you want to become a part of your career, what your goals in life are, and what your plans for the future are).

5. Be sure to include past experiences which could aid you in possible occupations.

6. Include any information from specialized aptitude, achievement or interest tests you might have taken through your teacher or guidance counselor.

Self-Discovery

Unit I - 5 Hours

Assignment Sheet #5

After determining your characteristics by doing the first four assignments, list the characteristics of a man working in an occupation you think you might like to follow; and then rate your characteristics compared to his.

CHARACTERISTICS OF A MAN
(List his characteristics on the blank lines.)

Interests

_____

_____

_____

_____

_____

_____

_____

Experiences

_____

_____

_____

_____

_____

_____

HOW WELL MY CHARACTERISTICS MATCH HIS

none	little	some	similar	alike

CHARACTERISTICS OF A MAN

HOW WELL MY CHARACTERISTICS MATCH HIS

Skills

none	little	some	similar	alike

Personality

Other characteristics you have heard or read are necessary in this occupation.

How well I match these characteristics.

Self-Discovery

Unit I - 5 Hours

Assignment Sheet #6

Associate Previously Identified Characteristics While Looking Into Occupational Areas for Employment

After completing the self-discovering exercises in the previous assignments, how can they be of use in looking at possible occupations? Answer the following questions about an occupation you choose.

1. Does this occupation interest me greatly?

2. What additional background experiences do I need if I choose this occupation?

3. Will I be able to learn the skills needed in this occupation?

4. What additional technical training will I need?

5. What additional formal education (high school, college, university) will I need?

6. How long will it take me to acquire the necessary technical and formal educational training to meet the minimum requirements of this occupation (as I see and know them at this time)?

7. Is my personality suitable for this occupation?

Self-Discovery

Unit I - 5 Hours

Test

1. Match the following terms to the correct definitions.

____ a.	The likes and dislikes a person has.	1. Personality
____ b.	The events, skills, and facts making up a person's past.	2. Interest
____ c.	What a person is able to do.	3. Skills
____ d.	The characteristics of a person which determine how he gets along with others.	4. Experience
____ e.	The way a person looks at himself.	5. Self-discovery

2. List the five steps used in identifying your characteristics in relation to occupations.

   a.

   b.

   c.

   d.

   e.

3. List three steps used in organizing your characteristics.

   a.

   b.

   c.

4. List six questions that you should ask yourself about your characteristics in looking at possible occupations.

   a.

   b.

   c.

   d.

   e.

   f.

Self-Discovery

Unit I - 5 Hours

Answers to Test

1. a. 2
   b. 4
   c. 3
   d. 1
   e. 5

2. a. Exploring my interest, experience, skills, and personality in relation to the occupations I know about.

   b. By seeing how I differ from other people in those occupations.

   c. By admiring or looking up to certain people in those occupations.

   d. By imitating the people who are admired or looked up to.

   e. By seeing if these characteristics I have identified about myself hold true in a part-time job.

3. a. Look at admired adults.

   b. By comparing my characteristics to the characteristics of those of adults.

   c. By finding out what other characteristics people have said or written are important for that occupation.

4. a. Am I interested in that occupation?

   b. Will I be able to learn the skills needed in it?

   c. Is my personality suited to that occupation?

   d. Do I need more experience?

   e. Do I need more training?

   f. Am I willing to spend the time necessary to meet the requirements of this occupation?

Appendix B

Agricultural Occupations Cluster

Agricultural Supplies/Services

Agricultural Careers
General Occupational Cluster or Field
Agricultural Supplies/Services

Unit II

Terminal Objectives

After completing this unit of instruction, the student should be aware of the different career opportunities and various occupational choices available to him within the general cluster of agricultural supplies and services. He should be able to identify several of the specific occupations, methods by which a high school student could enter the field of agricultural supplies and services, and determine if he has an interest in pursuing a career in the general area of agricultural supplies and services. This knowledge will be evidenced by completing assignment sheets and scoring 85 percent on the post test.

Specific Objectives

After completing _____ hours of instruction, the student should be able to:

1. Match terms associated with career and occupations within agricultural supplies and services to correct definitions.
2. Discuss in a short paragraph ways to enter agricultural supplies and services as an occupation.
3. Determine the net demand for the occupations within the agricultural supplies and services cluster or field from the OTIS Report.
4. Discuss in a short paragraph the education and experiences needed for agricultural supplies and services occupation.
5. List three specific occupational clusters available within the general occupational cluster of agricultural supplies and services.
6. Match the definition of the instructional program with the correct general and/or specific agricultural supplies and services occupational cluster.
7. List one specific occupation in each general and/or specific agricultural supplies and services occupational cluster when given the cluster.

Agricultural Careers
General Occupational Cluster of Field
Agricultural Supplies/Services

Unit II

Suggested Activities

Instructor:

1. Provide student with objective sheets, information sheets, and assignment sheets.
2. Discuss terminal and specific objectives with students.
3. Discuss information sheets and assignment sheets with students.
4. Give test.

Student:

1. Discuss objectives with instructor.
2. Study information sheets
3. Complete assignment sheets.
4. Take test.

Instructional Materials

Included in this unit:

1. Objective sheet
2. Information sheets
3. Assignment sheets

Additional materials:

1. "Summarized Information on Vocational Occupations in Agri-Business and Natural Resources."
2. OTIS (Occupational Training Information Service) Department of Vocational and Technical Education, Stillwater, Oklahoma.
3. Hoover, Norman K. D.Ed. Handbook of Agricultural Occupations. Danville, Illinois: The Interstate Printers & Publishers, Inc., 1969.

Agricultural Careers
General Occupational Cluster or Field
Agricultural Supplies/Services

Unit II

Information Sheet

I. Terms and definitions

A. Agricultural supplies and services occupations are those occupations involved in providing consumable supplies used in the production phase of agriculture, including processing, marketing, consulting, and other services.

II. Two ways to enter agricultural supplies and services as an occupation

A. Self-employed in agricultural supplies and services - To enter as a self-employed person, one would have to have sufficient capital and credit to acquire the business location and inventory. You may begin by working in a supply and service business while still in school, thereby getting experience and perhaps some stock in the business. If this opportunity is not available to you, you will have to obtain the capital in some other way.

B. Paid employees in agricultural supplies and services - If you decide to enter agriculture supplies and services as a paid employee, the opportunities for you may be to follow an apprentice type approach. This type of an approach could start while you are still in school as a student in vocational agriculture and by working as an employee in an agricultural supply and service business.

III. Based upon Jesse Mitchell's study and the Occupational Training Information System; Cycle Four Report (OTIS Report), the total demand is 294 less the supply of 108, leaving a net demand of 186 for 1972 for all the occupations within the agricultural supplies and services cluster or field. (Note: The instructor should refer to Jesse Mitchell's study and the OTIS Report for additional information concerning the numbers of employees needed in each occupation. If copies of these studies are needed, please write the Curriculum and Instructional Materials Center.)

IV. The student will find considerable skill, experience, and education are required in performing some agricultural supplies and services jobs; others can be done with limited training. The student, however, should be interested in farm and ranch work, should have a general knowledge of farming and ranching, and should be interested in meeting the public, and have some business management ability. Desirable training includes a farm or ranch background,

high school vocational agriculture, and some study in the particular type of work involved in the specific occupation within agriculture supplies and services.

V. The specific occupational clusters making up the general agricultural supplies and services cluster of occupations as also found in the Vocational Education and Occupations publication are as follow:

A.	Agricultural Chemicals	O.E. 01.0201
B.	Feeds	O.E. 01.0202
C.	Seeds	O.E. 01.0203
D.	Fertlizers	O.E. 01.0204
E.	Others	O.E. 01.0299

(Note: See the information sheet supplement.)

VI. The definitions of the instructional programs (See information sheet supplement.)

VII. The specific occupations within the agricultural supplies and services cluster. (See information sheet supplement.)

Agricultural Careers
General Occupational Cluster or Field
Agricultural Supplies/Services

Unit II

Information Sheet Supplement

INSTRUCTIONAL PROGRAM AND OCCUPATION

O.E. 01.02 Agricultural Supplies/Services

Subject matter and learning experiences concerned with preparing students for occupations involved in providing consumable supplies used in the production phase of agriculture, including processing, marketing, consulting, and other services.

Specific occupations within "Agricultural Supplies/ Services" are as follow:

DOT 049.384-010	Biological Aid
DOT 096.128-014	County Agricultural Agent
DOT 180.168-014	Artificial-Breeding Distributor
DOT 187.168-018	Director, Agricultural Labor Camp
DOT 096.128-	Four-H Club Agent
DOT 467.384-014	Artificial-Breeding Technician
DOT 467.384-010	Artificial Inseminator
DOT 421.384-010	Agricultural Aid
DOT 421.883-010	Farm Hand, General
DOT 469.158-010	Harvest Contractor

O.E. 01.0201 Agricultural Chemicals

The study of a variety of chemicals, drugs, and related products which are associated with the production of animals and plant products. Usually included for study are various types of chemicals used to prevent, control, or cure animal and plant diseases and to control pests.

Specific occupations within "Agricultural Chemicals" are as follow:

DOT 389.138-010	Exterminator Supervisor
DOT 465.137-010	Blight-Control Foreman
DOT 465.137-014	Spray Foreman
DOT 465.381-010	Scout
DOT 465.781-010	Weed Inspector

O.E. 01.0202 Feeds

The study of the business of processing and distributing feeds and feedstuffs.

Specific occupations within "Feeds" are as follow:

DOT 262.358-014	Salesman, Grain-and-Feed Products
DOT 469.168-010	Contractor, Field Hauling
DOT 520.885-122	Feed Mixer
DOT 520.886-302	Feed-Mixer Helper
DOT 521.885-302	Processor, Grain
DOT 521.886-026	Custom-Feed-Mill-Operator Helper
DOT 529.138-026	Superintendent, Grain Elevator

O.E. 01.0203 Seeds

The study of the business of producing, processing, and distributing seeds.

Specific occupations within "Seeds" are as follow:

DOT 040.381-014	Seed Analyst (profess. & kin.)

O.E. 01.0204 Fertilizers (Plant Food)

The study of the principles concerned with the analysis, sale, and application of chemical elements known to be necessary for plant growth.

O.E. 01.0299 Agricultural Supplies/Services, Other

Include here other subject matter and experiences emphasized in agricultural supplies/services which are not listed above. (Specify.)

Specific occupations within "Agricultural Supplies/ Services, Other" are as follow:

DOT 073.381-010	Laboratory Technician, Veterinary
DOT 282.358-010	Salesman, Veterinarian Supplies
DOT 356.381-010	Horseshoer
DOT 356.874-046	Veterinary-Hospital Attendant
DOT 404.884-014	Tree Pruner
DOT 412.887-018	Poultry Debeaker
DOT 412.387-010	Poultry Technician
DOT 412.687-014	Chicken Sexer
DOT 412.687-010	Chick Grader
DOT 412.884-022	Poultry Vaccinator
DOT 429.228-010	Poultryman, Technical Advisor
DOT 467.138-010	Wool Shearer, Contract
DOT 467.384-014	Artificial-Breeding Technician
DOT 467.384-010	Artificial Inseminator
DOT 467.384-018	Blood Tester, Fowls
DOT 467.384-022	Poultry Inseminator

Agricultural Careers
General Occupational Cluster or Field
Agriculture Supplies/Services

Assignment Sheet 1

Determining the Net Demand for Occupations

Following the discussion on the use of the Occupational Training Information (OTIS Report) and the Off-Farm Agri-Business Occupations in Oklahoma, the student should complete this assignment sheet from the information found in the two reports.

Net Additional Manpower Requirements

1972

Statewide Totals for Oklahoma (Page 6 OTIS Report)

Cluster of Occupations	Demand	Supply All Sources	Demand Minus Supply	Cluster of Programs
1.				
2.				
3.				
4.				
5.				
6.				
7.				01.0200 Agricultural Supplies and Services
TOTAL				

Where does 01.0200 Agricultural Supplies and Services rank in the statewide manpower demand? _____

(Page 37 in OTIS Report Cycle Four)
(Note: Manpower demands by districts, p. 37)

Agricultural Careers
General Occupational Cluster or Field
Agricultural Supplies/Services

Assignment Sheet #2 - Using Resource Material

Following the discussions of the information sheets and the information sheet supplement, the student should complete the assignment by using the resource materials.

Complete by filling in the blanks.

General Occupational Cluster	Specific Occupational Clusters	Specific Occupations
OE 01.02 Agricultural Supplies/Services	OE 01.0200 Agricultural Supplies/Services	1. DOT_____
OE 01.02	OE 01.0201 Agricultural	1. DOT_____
_____	Chemicals	2. DOT_____
OE 01.02_____	OE 01.0203_____	1. DOT_____
_____	_____	2. DOT_____
OE 01.02_____	OE 01.0204_____	1. DOT_____
_____	_____	2. DOT_____
OE 01.02_____	OE 01.0299_____	1. DOT_____
_____	_____	2. DOT_____

Agricultural Careers
General Occupational Cluster or Field
Agriculture Supplies/Services

Unit II

Test

1. Discuss in a short paragraph ways to enter agricultural supplies and services as an occupation.

2. What is one source from which you can determine the demand for occupations within agricultural supplies/services in Oklahoma?

   a._____

3. Discuss in a short paragraph the education or experience needed for agricultural supplies and services occupation.

4. List three specific occupational clusters available within the general occupational cluster of agricultural supplies and services.

   a._____

   b._____

   c._____

5. Match the definitions of the instructional programs on the right with the correct general and/or specific agricultural supplies and services occupational cluster on the left.

   Clusters

   a. ____ Agricultural Supplies/ Services

   b. ____ Agricultural Chemicals

   1. OE 01.0201 - The study of a variety of chemicals, drugs, and related products which are associated with the production of animals and plant products.

c. ____ Feeds

d. ____ Seeds

e. ____ Fertilizers

Usually included for study are various types of chemicals used to prevent, control, or cure animal and plant diseases and to control pests.

2. OE 01.0204 - The study of the principles concerned with the analysis, sale, and application of chemical elements known to be necessary for plant growth.

3. OE 01.0200 - Subject matter and learning experiences concerned with preparing students for occupations involved in providing consumable supplies used in the production phase of agriculture, including processing, marketing, consulting, and other services.

4. OE 01.0202 - The study of the business of processing and distributing feeds and feedstuffs.

5. OE 01.0203 - The study of the business of producing, processing, and distributing seeds.

6. List one specific occupation in each of the general and/or specific agricultural supplies and services clusters.

Clusters	Specific Occupations
a. Agricultural Chemicals	1.
b. Feeds	2.
c. Seeds	3.
d. Fertilizers	4.

Agricultural Careers
General Occupational Cluster or Field
Agricultural Supplies/Services

Unit II

Answers to Test

1. Discussion should include the following:

   a. Self-employed
   b. Capital
   c. Credit
   d. Partnership
   e. Paid employee
   f. Apprentice
   g. Part-time employment while in school

2. OTIS Report (Occupational Training Information System)

3. Discussion should include the following:

   a. Formal education
   b. Work experience
   c. Basic skills
   d. Supervised training programs

4. Any three of the following:

   a. Agricultural Chemicals
   b. Feeds
   c. Seeds
   d. Fertilizers

5. a. 3
   b. 1
   c. 4
   d. 5
   e. 2

6. One specific occupation should be selected from each of the agricultural supplies and services clusters. (Note: The instructor should use the information sheet supplement for the complete list and use it for checking.)

Appendix C

Specific Occupation in Agricultural Supplies/Services

Agricultural Sales Clerk

Agriculture Careers

Specific Occupation - Agricultural Sales Clerk

Terminal Objective

After completion of this unit, the student should be aware of the importance of the sales clerk in an agricultural business, identify several of the requirements of this occupations, methods by which a high school student could become an agricultural sales clerk, and determine if he has any interest in pursuing this career. This knowledge will be evidenced by a score of 85 percent on a post test.

Specific Objectives

The student should be able to:

1. List five duties of an agricultural sales clerk.
2. List five products which an agricultural sales clerk might sell.
3. Develop a plan whereby a high school student in vocational agriculture could become employed as an agricultural sales clerk.
4. Write a short paragraph on what is meant by a trial period.
5. Identify an approximate starting wage for an agricultural clerk.
6. Determine if he is interested in becoming an agricultural sales clerk.

Agricultural Sales Clerk

Suggested Activities

Instructor:

1. Decide which method of teaching--audio-visual aids, field trip, skill trial, or resource persons--is to be used.
2. Provide students with objective sheets, information sheets, and work sheets.
3. Discuss terminal and specific objectives with students.
4. Discuss information sheets with students and make application to local situation.
5. Give test.

Students:

1. Discuss objectives with instructor.
2. Study information sheets.
3. Fill out work sheets.
4. Take test.

Instructional Materials

Included in this unit:

1. Objectives
2. Information sheets
3. Work sheets
4. Test
5. Answers to test
6. Audio-visual aids

Additional Materials:

1. OTIS (Occupational Training Information Service), Department of Vocational-Technical Education, Stillwater, Oklahoma.

2. VIEW (Vital Information for Education and Work), Department of Vocational-Technical Education, Stillwater, Oklahoma.

3. DOT (Dictionary of Occupational Titles), United States Government Printing Office, Washington, D.C. 20402.

Agricultural Sales Clerk

Information Sheet

I. General Job Description

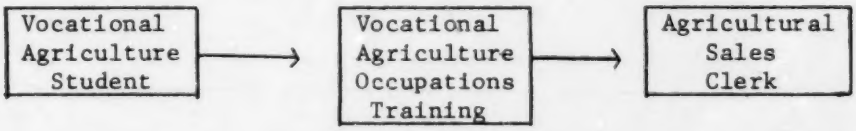
Sells agricultural products, erects displays of products, and maintains displays of products sold in the business. Must have technical knolwedge about each product. Suggests changes for customers to make. Writes sales tickets and operates a cash register. Might be required to demonstrate and deliver products. Must have a personality which is pleasing to the customer.

Specific job descriptions can be found in the Dictionary of Occupational Titles under the following numbers:

DOT 262.358-014	Salesman, Grain-and-Feed Products
DOT 282.358-010	Salesman, Veterinarian Supplies
DOT 277.251-010	Service Salesman, Agricultural Mechanics
DOT 261.358-010	Raw Wool Salesman

II. An agricultural sales clerk sells products used in agriculture. Some examples might be feed, seed, fertilizer, medicine, machinery, tires, and gasoline.

III. A student in vocational agriculture could become an agricultural sales clerk in the following way:



IV. When some employees are hired, they must prove their ability to do the job they are hired for. So that a company can be sure of hiring qualified people, it will sometimes require the employee to complete a trial period. During this time the employee usually does not get a salary increase, nor is he sent to school for further training. The trial period will usually last for about six months. After the new employee has finished his trial period, he will then obtain pay increases and other benefits offered by the company.

V. Usually the beginning agricultural sales clerk can expect to receive the minimum wage as set by the government.

Agricultural Sales Clerk
Unit - Hours

Test

1. List five duties of an agricultural sales clerk.

   a.

   b.

   c.

   d.

   e.

2. List five products which an agricultural sales clerk might sell.

   a.

   b.

   c.

   d.

   e.

3. Develop the plan for becoming an agricultural sales clerk.

4. Define the term "trial period."

5. A beginning agricultural sales clerk can expect to receive what kind of wage?

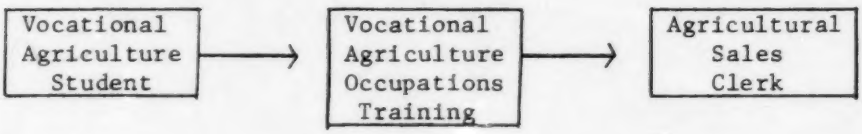
Agricultural Sales Clerk
Unit - Hours

Answers to Test

1. a. Sell agricultural products
   b. Erect displays of products
   c. Write sales tickets
   d. Demonstrate products
   e. Deliver products

2. a. Feed
   b. Seed
   c. Fertilizer
   d. Machinery
   e. Tires

3.



4. The period of time that the employee is given to prove to the employer that he has the technical qualifications and ability to do the job he has been hired to do. The period is usually six months for a sales clerk.

5. Minimum wage as set by the government.